

# Using Title I Funds to Close Achievement Gaps

Federal Funding Conference  
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WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**  
Carolyn Stanford Taylor, State Superintendent

# Objective/Purpose

- Understand the process for determining equitable use of Title I funds.
- Determine how to use Title I funds to strategically address the most critical gaps within your school.



# Educational Equity

Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.

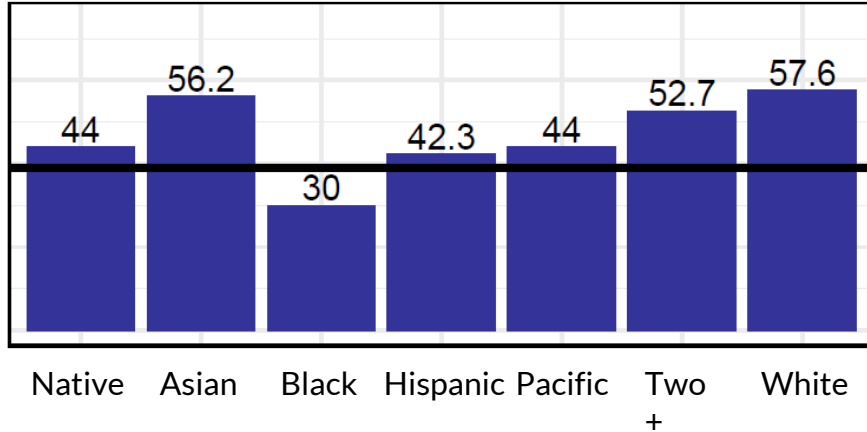
*Council of Chief State School Officers*

*“Leading for Equity: Opportunities for State Education Chiefs”*

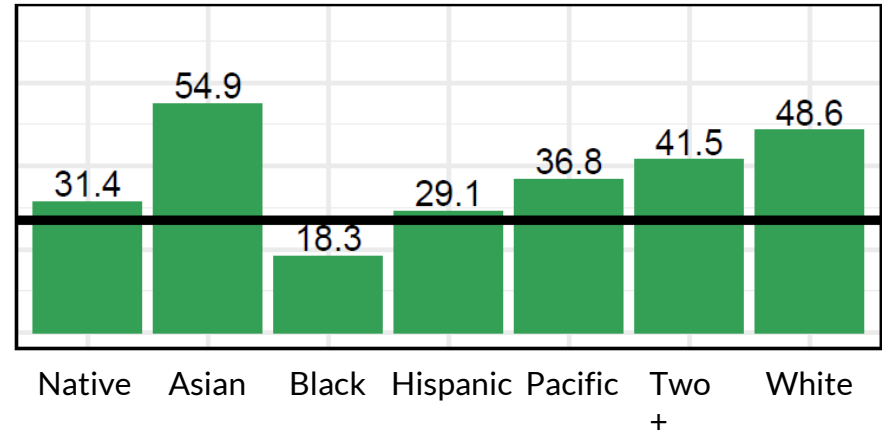


# Poverty Does NOT Explain it all

## 3<sup>rd</sup> Grade ELA Scores– Forward Exam



## 8<sup>th</sup> Grade Math Scores – Forward Exam



The columns show the % proficient or advanced for students (by race) who are NOT Economically Disadvantaged (middle- and upper-class).

The black line is the % proficient and advanced for economically disadvantaged (low-income) white students.

**Low-income white students do almost as well or better than many middle- and upper-class students of color.**  
This means race, not just poverty, is impacting student achievement and opportunities.

# Wisconsin's State Plan

Wisconsin has set the ambitious goal of cutting the achievement gap in half for each student subgroup within six years.

Wisconsin will base calculations on the subgroups required in ESEA section 1111(c)(2)(B). They include:

- **Major racial and ethnic groups:** American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Two or More, and White
- **Economically disadvantaged students**
- **Students with disabilities**
- **English Learners**



# Continuous Improvement Process



# Using Title I Funds to Close Achievement Gaps

- Gather Data and Analyze for Achievement Gaps
- Identify Potential Causes for Achievement Gaps
- **Make a Plan for Closing Achievement Gaps**  
Use Title I Funds
- Follow the Continuous Improvement Cycle to Implement the Plan



# Gather/Analyze Data

## Quantitative

- WISEdash
- WISEdash local (STAR, MAP, required reading readiness screener)
- WISEcoach
- Common assessments

## Qualitative

- Conduct interviews and focus groups with:
  - Community
  - Staff
  - Students
- Parent advisory
- Create a counsel
- Climate surveys
- Formative assessments
- Attendance/behavior data





# Identify Potential Causes for Gaps

## Resources available to support this process:

- TA Network (WISExplore coaches can walk you through the WISExplore data inquiry process)
- WISExplore resources
- [WISELearn](#)
- [AWSA](#) (Data Leadership Academy)



# Make a Plan for Closing Achievement Gaps

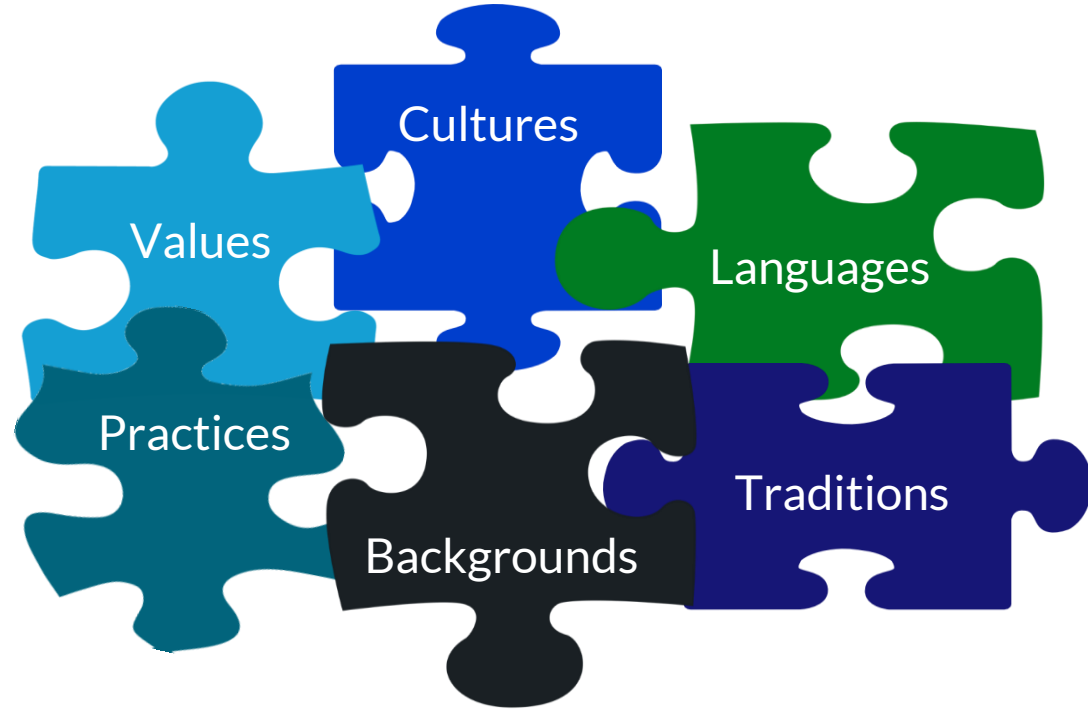
What are the root causes for your school's achievement gaps?

What plan of action will address the root causes/close the achievement gaps? How is this plan of action different from what currently exists?

How can Title I funding be used to support this plan of action?



# Embrace and Include your Students, Families, and Cultures



# Definition of Culture

**Culture** describes how we live on a daily basis in terms of our language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on.

(Singleton, 2006)



# Common Allowable Costs

**Through a culturally and linguistically responsive lens, consider:**

- Salary and Fringe for Staff
- Instructional Media and Supplies
- Professional Development
- Family Engagement
- Social-Emotional Support



# Salary and Fringe for Staff

Common Allowable Costs	
Targeted Assistance Program	Schoolwide Program
<ul style="list-style-type: none"><li>• Title I reading teacher</li><li>• Title I math teacher</li><li>• Paraprofessionals</li></ul>	<ul style="list-style-type: none"><li>• Reading interventionist</li><li>• Math interventionist</li><li>• Paraprofessionals</li><li>• Classroom teachers for class size reduction</li><li>• Family liaisons</li><li>• Counselors</li><li>• Instructional coaches</li></ul>

# Salary and Fringe for Staff

## Questions to consider for equitable use of funds:

Is there evidence this use of funds would contribute to addressing the achievement gaps?

Does this use of funds reflect consideration of your students' cultures, languages, values, beliefs and backgrounds? How do you know?





# Salary and Fringe for Staff

## Questions to ask as you plan for Salary and Fringe for Staff:

What instructional coaches are needed to provide high-quality, school-based professional development?

Are there paraprofessionals where the need is?

*See more questions on handout [here](#)*





# Instructional Media and Supplies

## Common Allowable Costs

### Targeted Assistance Program

- Reading/math intervention materials for TI students
- Assessment materials for TI students
- Progress monitoring tools for TI students
- General supplies for TI services

### Schoolwide Program

- Reading/math intervention materials
- Assessment materials
- Progress monitoring tools
- General supplies
- Instructional math program
- Instructional literacy program
- Textbook/workbooks

# Instructional Media and Supplies

## Questions to consider for equitable use of funds:

Is there evidence this use of funds would contribute to addressing the achievement gaps?

Does this use of funds reflect consideration of your students' cultures, languages, values, beliefs and backgrounds? How do you know?





# Instructional Media and Supplies

## Questions to ask as you plan for Instructional Media and Supplies

How are the instructional materials implemented into your continuous improvement process?

Have teachers participated in a curriculum alignment process?

*See more questions on handout [here](#)*



# Professional Development

## Common Allowable Costs

### Targeted Assistance Program

- Professional Development (*e.g. culturally responsive teaching, academic programs, data inquiry, evidence-based strategies to support English learners, building capacity with family and community engagement, social/racial justice*)
- Conference Registration
- Travel Expenses (lodging, transportation, meals)

### Schoolwide Program

- Professional Development (*e.g. culturally responsive teaching, academic programs, data inquiry, evidence-based strategies to support English learners, building capacity with family and community engagement, social/racial justice*)
- Conference Registration
- Travel Expenses (lodging, public transportation, mileage, meals)

# Professional Development

## Questions to consider for equitable use of funds:

Is there evidence this use of funds would contribute to addressing the achievement gaps?

Does this use of funds reflect consideration of your students' cultures, languages, values, beliefs and backgrounds? How do you know?





# Professional Development

## Questions to ask as you plan for Professional Development:

Is your current professional development culturally and linguistically responsive to your students?

Do you have job embedded training and coaching aligned with professional development?

*See more questions on handout [here](#)*



# Family Engagement

## Common Allowable Costs

### Targeted Assistance Program

- Transportation
- Supplies and light snacks
- Professional development
- Childcare
- Extended contracts
- Employee travel

### Schoolwide Program

- Transportation
- Supplies and light snacks
- Professional development
- Childcare
- Extended contracts
- Employee travel
- Family liaisons
- Academic Parent Teacher Teams

# Family Engagement

## Questions to consider for equitable use of funds:

Is there evidence this use of funds would contribute to addressing the achievement gaps?

Does this use of funds reflect consideration of your students' cultures, languages, values, beliefs and backgrounds? How do you know?







The Equity Lens

# Family Engagement

## Questions to ask as you plan for Family Engagement:

How are families empowered to engage in their student's learning?

How is the effectiveness of family engagement strategies evaluated and revised, as needed?

*See more questions on handout [here](#)*



# Social-Emotional Support

## Common Allowable Costs

### Targeted Assistance Program

- Counseling for TI students
- School-based mental health programs for TI students
- Mentoring services for TI students
- Professional development for TI staff

### Schoolwide Program

- Counseling
- School-based mental health programs
- Mentoring services
- Professional development
- School climate interventions (e.g. anti-bullying strategies, PBIS)
- Trauma informed care

# Social-Emotional Support

## Questions to consider for equitable use of funds:

Is there evidence this use of funds would contribute to addressing the achievement gaps?

Does this use of funds reflect consideration of your students' cultures, languages, values, beliefs and backgrounds? How do you know?





# Social-Emotional Support

## Questions to ask as you plan for Social-Emotional Support:

Is there a positive school culture that contributes to student learning?

What school-based mental health programs currently exist in your school?

*See more questions on handout [here](#)*





# Supporting English Learners

- Under ESSA, it is possible for an LEA to combine Title I and Title III funds for the same EL-related purpose, even if it is not a schoolwide program.

Example: An LEA could use a combination of Title III and Title I funds for the salary of a supplemental EL math specialist for a Title I high school serving low-achieving ELs, assuming that supplement-not-supplant guidelines are met.

- Title I requires that each LEA that receives a Title I subgrant implement an effective means of outreach to parents of ELs. The outreach must include:
  - holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents. (ESEA Section 1112(e)(3)(C)).





# Reservations

## Consider the following reservations when allocating Title I funds

- Students experiencing homelessness or living in out-of-home care
- Family engagement (*Must set aside reservation if allocation is over \$500,000*)
- Students in institutions or attending community day programs for neglect or delinquency
- Students who are migratory
- Professional development for staff working in Title I schools



# Let's practice some scenarios!

Take a picture of the QR code below or enter the following link into your web browser: <http://etc.ch/rYQB>



# Curriculum and Instruction: Scenario

Your team is determining the use of Title I funds in a schoolwide program. The school's data shows there is an achievement gap between students of color and white students in reading. Your team decides to invest Title I funds into an evidence-based literacy intervention program to support the academic growth of your students of color. [Direct Poll Results](#)





# Professional Development: Scenario

The district allocated TI funds for a school implementing a schoolwide program. The school's data shows there is an achievement gap between English learners and English proficient students. In order to support the English learners throughout the school day, the school invests in professional development for teachers that is focused on culturally responsive, evidence-based strategies for supporting English learners. [Direct Poll Results](#)



# Salary and Fringe for Staff: Scenario

School A identified a need for social-emotional supports and coordination with community partners for their students experiencing homelessness. To address these needs, School A has decided to hire a social worker from a neighboring district, who has performed well in his previous position. [Direct Poll Results](#)



# Family Engagement Scenario

A schoolwide Title I receiving school would like to provide supports to parents to bridge learning from school to home. The school plans to use Title I funds to host a family night where they would go over methods parents can use to support their students learning at home. They pay for light snacks during the event, supplies for hands on educational activities, childcare, and extended contracts for teachers to be present. [Direct Poll Results](#)



# Social-Emotional Support: Scenario

You are working in a Title I schoolwide school and many of your students who have a history of trauma are struggling academically. To equip staff with the knowledge and skills to respond to the needs of the student population, the school decides to purchase Professional Development focused on trauma informed care. [Direct Poll Results](#)



# It Depends! What is the Complete Story?

“Always design a thing by considering it in its next larger context – a chair in a room, a room in a house, a house in an environment, an environment in a city plan.”

– Eliel Saarinen



# Share Out

- What is your district doing to maximize the impact of Title I funds?
- What are some opportunities for growth?
- Within your role, what are you uniquely positioned to do?
- How might this look the same or different in the future?



# Resources from DPI that Promote Equity

- [Title I Shorts](#)
- [PEFA Report](#)
- [Family and Community Engagement in PEFA](#)
- [PEFA eCourse](#)
- [PEFA eCourse Facilitator's Guide](#)
- [Creating Safe and Healthy Environments for Immigrant and Refugee Youth](#)
- [Trauma Informed Modules](#)
- [McKinney-Vento Modules](#)

# Objective/Purpose

- Understand the process for determining equitable use of Title I funds.
- Determine how to use Title I funds to strategically address the most critical gaps within your school.





# Reflection

What questions do you still have about using Title I funds to close achievement gaps?

